

CHARTER SCHOOL RENEWAL REPORT

HERRON HIGH SCHOOL

FALL 2012

This *Charter School Renewal Report* is a summary of the evidence collected by the Mayor's Office pertaining to the performance, sustainability, and plans for improvement of Herron High School (HHS) during its first six years of operation. The Renewal Report is structured based on the *Mayor's Performance Framework*, which is used to determine a school's success relative to a common set of indicators.

For each sub-question in the *Performance Framework*, this Renewal Report initially summarizes the findings of the school's *Fourth Year Charter Review*. During each school's fourth year of operation, the Mayor's Office conducts a comprehensive *Fourth Year Charter Review* relying on multiple sources of evidence. The complete results of the *Fourth Year Charter Review* for Herron were issued in April 2010 and the report is publicly available online at www.indy.gov/oei. For each area within the *Performance Framework*, this *Renewal Report* includes the rating issued at the time of the *Fourth Year Charter Review*, a new rating based on additional evidence collected by the Mayor's Office in subsequent years, and information provided by Herron in its *Charter School Renewal Application*.

Herron submitted a *Charter School Renewal Petition* on October 5, 2012 with additional evidence supporting the school's performance on the *Performance Framework* sub-questions 2.2 and 3.4. Consistent with the renewal petition framework, these are the areas that the Mayor's Office required the school to respond to, as HHS was judged to have not fully met standards for these indicators at the time of the *Fourth Year Charter Review*.

The school submitted a plan for how it will sustain success and continue to improve over the next charter term if the charter is renewed, including a proposed five year budget. Information reported by HHS in its *Charter School Renewal Petition* was considered and incorporated into the *Renewal Report* when appropriate. HHS was not evaluated on the following sub-questions:

Question 1.2 HHS serves grades 9-12. Analysis of substantial and adequate gains over time is only available currently for schools serving grades K-8.

Question 1.3 HHS was not evaluated in comparison to schools that students would have attended in the Fourth Year Charter Review.

Question 1.4 HHS did not have school-specific educational goals that were evaluated either for the Fourth Year Charter Review or this Renewal Report.

Question 2.6 HHS did not have school specific organizational and management goals that were evaluated for the Fourth Year Charter Review or this Renewal Report.

Question 3.5 HHS was not evaluated on access and services to students with limited English proficiency.

TABLE OF CONTENTS

I. School Overview

II. Performance Review

III. Plans for Sustainability & Improvement

SECTION I: SCHOOL OVERVIEW

<u>School Name:</u> Herron High School
<u>School Address:</u> 110 East 16th Street Indianapolis, IN 46202
<u>Mission Statement:</u> Herron High School partners with families and the community to provide a classical, liberal arts education that integrates knowledge, inspires character and values community service.
<u>School Director:</u> Janet McNeal
<u>President, Board of Directors:</u> Joanna Beatty Taft
<u>Current Grades Served:</u> 9-12 <u>Current Enrollment:</u> 638 students
<u>Socio-Demographic Data (based on 2011-2012 data):</u> 61.1% Caucasian, 3.5% Hispanic, 28.4% African American, 5.5% Multiracial -33.2% Free or Reduced Lunch -11.6% Special Education

SECTION II: PERFORMANCE REVIEW

SUMMARY OF FINDINGS

HERRON HIGH SCHOOL

Core Question 1: Is the educational program a success?	FOURTH YEAR FINDING	RENEWAL FINDING
1.1. Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?	Exceeds Standard	Exceeds Standard
1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	Not Evaluated	Not Evaluated
1.3. Is the school outperforming schools that the students would have been assigned to attend?	Not Evaluated	Not Evaluated
1.4. Is the school meeting its school-specific educational goals?	Not Applicable	Not Applicable
Core Question 2: Is the organization effective and well-run?	FOURTH YEAR FINDING	RENEWAL FINDING
2.1. Is the school in sound fiscal health?	Exceeds Standard	Exceeds Standard
2.2. Are the school's student enrollment, attendance, and retention rates strong?	Approaching Standard	Meets Standard
2.3. Is the school's board active and competent in its oversight?	Exceeds Standard	Exceeds Standard
2.4. Is there a high level of parent satisfaction with the school?	Exceeds Standard	Exceeds Standard
2.5. Is the school administration strong in its academic and organizational leadership?	Exceeds Standard	Exceeds Standard
2.6. Is the school meeting its school-specific organizational and management performance goals?	Not Applicable	Not Applicable
Core Question 3: Is the school meeting its operations and access obligations?	FOURTH YEAR FINDING	RENEWAL FINDING
3.1. Has the school satisfactorily completed all of its organizational structure and governance obligations?	Meets Standard	Meets Standard
3.2. Is the school's physical plant safe and conducive to learning?	Meets Standard	Meets Standard
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard	Meets Standard
3.4. Is the school properly maintaining special education files for its special needs students?	Approaching Standard	Meets Standard
3.5. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Evaluated	Not Evaluated
Core Question 4: Is the school providing the appropriate conditions for success?	FOURTH YEAR FINDING	RENEWAL FINDING
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard	Meets Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Meets Standard	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Meets Standard	Meets Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Meets Standard	Meets Standard
4.7. Is the school climate conducive to student and staff success?	Meets Standard	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard	Meets Standard

FINDINGS, INDICATORS AND EVIDENCE

HERRON HIGH SCHOOL

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?	
Does not meet standard	School has met AYP in less than half of student subgroups for the last two consecutive years.
Approaching standard	School has met AYP in more than half of student subgroups for one of the last two years.
Meets standard	School has met AYP across all student subgroups for the last two years.
Exceeds standard	School has exceeded the AYP target in all student subgroups in at least one of the last two years.

Fourth Year Rating: Exceeds Standard. Renewal Rating: Exceeds Standard

Herron High School (HHS) achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in the 2010-11 school year. Student performance exceeded statewide targets for the year in both English/Language Arts and mathematics. The school also achieved attendance and participation rate targets.

School's AYP History

Year	Made AYP	Number of Categories	4-Year Graduation Rate
2010-11	Y	17 out of 17	92.7%
2009-10	N	6 out of 14	90.4%
2008-09	Y	13 out of 13	76.9%
2007-08	Y	13 out of 13	N/A

In February 2012, the Indiana State Board of Education voted to approve a new A-F accountability system that would replace the existing Public Law 221 rating system and AYP determinations. According to the IDOE, HHS received an 'A' for the 2011-12 school year based on a combination of performance and growth on state standardized tests.

In summary, the school exceeded the IDOE's targets for achieving AYP in all student subgroups, participation categories, and attendance in both of the last two years. Therefore, the school receives an Exceeds Standard rating for this indicator.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	
Does not meet standard	Value-added analysis indicates that less than 50% of tested students made sufficient gains.
Approaching standard	Value-added analysis indicates that 50%-74% of tested students made sufficient gains.
Meets standard	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
Exceeds standard	Value-added analysis indicates that at least 90% of tested students made sufficient gains.

Not Evaluated. HHS serves grades 9-12. Analysis of substantial and adequate gains over time is only available currently for schools serving grades K-8.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.
Approaching standard	School's overall performance in terms of both proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.
Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.
Exceeds standard	School's performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.

Not Evaluated. HHS serves grades 9-12. Analysis of the school's performance in comparison to schools students would have been assigned to attend is currently only available for schools serving grades K-8.

1.4. Is the school meeting its school-specific educational goals?	
Does not meet standard	School has clearly not met its school-specific educational goal.
Approaching standard	School is making good progress toward meeting its school-specific educational goal.
Meets standard	School has clearly met its school-specific educational goal.
Exceeds standard	School has clearly exceeded its school-specific educational goal.

Not Applicable. HHS did not have school-specific educational goals to be evaluated.

Core Question 2: Is the organization effective and well-run?

2.1. Is the school in sound fiscal health?	
Does not meet standard	The school presents concerns in <u>three or more</u> of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Approaching standard	The school presents significant concerns in <u>one or two</u> of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.
Meets standard	The school presents significant concerns in no more than <u>one</u> of the following areas: a) its state financial audits (e.g., presence of "significant findings"); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor's Office.

Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.
-------------------------	--

Fourth Year Rating: Exceeds Standard. Renewal Rating: Exceeds Standard

HHS has established adequate staffing and systems for managing the school's finances, has fulfilled its financial reporting requirements, and regularly meets its reporting deadlines in a timely and accurate manner. The school contracts with an experienced outside bookkeeping firm for its accounting functions. The HHS board communicates regularly with the administrative team regarding financial needs and also helps to develop and manage the school's long term financial goals.

At the Fourth Year Review, HHS was deemed to Exceed Standard. At that time, HHS demonstrated strong fiscal health over the first four years of its charter term. Evidence suggested that HHS's financial staffing and systems were adequate, its budgeting and financial management process was sufficient, and it had fulfilled its financial reporting requirements under Sections 10 and 17 of the charter agreement. The school's annual budgeted revenues exceeded anticipated expenses. Only minor issues – both relating to administering school lunches – were found in the two SBOA audits conducted in HHS' first four years of operation. Following each audit, the school demonstrated a willingness to address the findings and continually improve its financial management systems.

The Mayor's Office contracts with an independent accounting firm to complete annual financial performance reviews of each school. Based on a review of HHS's finances for 2010-11, the Mayor's Office found that HHS had to rely on cash reserves (\$4,659,996) in order to successfully achieve a balanced budget. The school completed phase II of its building acquisition and renovations in 2010-11 to generate additional space to house more classrooms for the high school and additional administrative offices. The costs associated with facilities acquisition and construction accounted for 42% of the school's total disbursements, totaling over \$2.6M. Despite this, the school ended the fiscal year with adequate cash and investments.

In summary, no significant findings have been outlined in the state financial audits completed for the school. HHS has had no significant problems with its financial staffing and systems and has consistently achieved a balanced budget. The school has also fulfilled the financial reporting requirements specified in the charter agreement. The proposed five year budget appears to have adequate projections of revenues and expenses. Thus, HHS maintains its Exceeds Standard rating for this indicator.

2.2. Are the school's student enrollment, attendance, and retention rates strong?	
Does not meet standard	The school's actual enrollment consistently falls short of target enrollment by <u>10% or more</u> . Student attendance and retention rates are consistently below the school's agreed-upon target rates.
Approaching standard	The school's actual enrollment consistently falls short of target enrollment by <u>1-9%</u> . Student

	attendance and retention rates are consistently below the school's agreed-upon target rates.
Meets standard	The school is consistently fully enrolled. Student attendance and retention rates are generally at or above the school's agreed-upon target rates.
Exceeds standard	The school is consistently fully enrolled. Student attendance and retention rates consistently exceed the school's agreed-upon target rates.

Fourth Year Rating: Approaching Standard. Renewal Rating: Meets Standard

After not meeting enrollment targets in two of the first three years of its charter, HHS has steadily increased its enrollment over the past four years and has consistently met or exceeded its targets over that span. The following table displays the target enrollment compared with the school's official fall enrollment reported to IDOE.

School Year	Target Enrollment	Fall Enrollment	Percent Below Target
2006-2007	100	98	-2.0%
2007-2008	270	212	-21.5%
2008-2009	370	333	-10.0%
2009-2010	440	454	0%
2010-2011	435	466	0%
2011-2012	525	545	0%
2012-2013	600	641	0%

*Source: Target Enrollment data are from the school's charter. Fall Enrollment data are from the Indiana Department of Education. *Data from 2012-2013 are preliminary.*

Attendance rates at HHS have met or exceeded the IDOE's target of 95% for each of the first five years of its charter, while just missing the target in 2011-2012.

School Year	Attendance Rate
2006-2007	95.1
2007-2008	95.6
2008-2009	96.8
2009-2010	95.1
2010-2011	95.6
2011-2012	94.8

Source: Indiana Department of Education.

No targets have been established for student retention rates for HHS. Retention rates have steadily increased almost every year, beginning at 67.3% in 2007 and ending at 85.8% in 2012.

Years	Students Enrolled Initial Year	Students Re-enrolled Following Year	Retention Rate
Fall 2006 to Fall 2007	98	66	67.3%
Fall 2007 to Fall 2008	117	92	78.6%
Fall 2008 to Fall 2009	323	245	75.9%
Fall 2009 to Fall 2010	365	286	78.4%
Fall 2010 to Fall 2011	367	296	80.7%
Fall 2011 to Fall 2012	437	375	85.8%

Source: Mayor's office analysis of fall enrollment reports submitted by the school.

In summary, HHS has consistently and substantially increased its enrollment each year of its charter term. While the school fell short of meeting enrollment targets in 2007 and 2008, HHS has met or exceeded its targets for each of the past four years. The school has been consistently at or above the state's target for attendance and has demonstrated a consistently high – and improving – retention rate. HHS has improved its Fourth Year Charter Review rating and now Meets Standard for this indicator.

2.3. Is the school's board active and competent in its oversight?	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the board unrelated to the term limits stipulated in the board's by-laws; roles and responsibilities of the board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the board unrelated to the term limits stipulated in the board's by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the board are reasonably clear; it is difficult to get a quorum; board subcommittees are somewhat active; the board is developing its ability to provide clear, consistent, and competent stewardship.
Meets standard	The board's membership collectively contributes a broad skill set and fair representation of the community; board members are knowledgeable about the school; roles and responsibilities of the board are clearly delineated; board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the board provides consistent and competent stewardship of the school.
Exceeds standard	The board meets the standard for this sub-question AND: displays exceptional expertise and stewardship, as evidenced by significant board actions to enhance the school over time.

Fourth Year Rating: Exceeds Standard. Renewal Rating: Exceeds Standard

The Fourth Year Charter Review found that the board of directors at HHS is active, experienced, and provides competent oversight of the school. Additionally, the board is comprised of members with a diverse range of professional expertise and extensive knowledge about the school, its policies and its issues of concern. Membership of the board has remained stable over time. The Board has a well-developed and intentional sub-committee structure.

The Mayor's Office regularly attends HHS's board meetings and examines minutes of meetings held by the board. The Board goes beyond statutory requirements for adequate posting of board meetings, as it requires the school to announce dates and times of meeting in every weekly newsletter and notes that these meetings are open to the public. The school now hosts its board meetings in the HHS library to allow for more parent accessibility to its meetings. At meetings, the board consistently makes quorum and actively engages in the oversight of many aspects of school operations, including academic achievement, curriculum, professional development, programming, and extra-curricular activities.

Based on its oversight since the Fourth Year Charter Review, the Mayor's Office has not identified any significant concerns with the Board's performance. Overall, the Board has shown exceptional expertise and stewardship and exceeds the Mayor's Office standard for this indicator.

2.4. Is there a high level of parent satisfaction with the school?	
Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.
Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.
Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.
Exceeds standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.

Fourth Year Rating: Exceeds Standard. Renewal Rating: Exceeds Standard

In the spring of each year, researches administer anonymous surveys to parents and students enrolled at Mayor-sponsored charter schools. Averaged across the last six years, 92.6% of parents surveyed indicated that they are satisfied overall with HHS. The school's results have ranged from 83% in 2006-2007 to 95% in 2011-2012. Controlling for the number of respondents each year, the weighted average over the last six years is 92.6%. This is a very high parent satisfaction rate and is significantly over the Mayor's standard of 80%.

School Year	Percent Satisfied
2006-2007	83.0
2007-2008	95.0
2008-2009	93.0
2009-2010	94.0
2010-2011	91.0
2011-2012	95.0
Multi-Year Weighted Average	92.6

Note: "Percent Satisfied" includes "very satisfied" and "somewhat satisfied" responses which were on a five-point scale that also included "satisfied", "somewhat dissatisfied", and "very dissatisfied".

Source: Confidential survey results administered by the University of Indianapolis and Indiana University.

HHS has consistently received high marks from parents, with 95% of parents currently expressing satisfaction with the school. This rate significantly exceeds the Mayor's standard of 80%.

2.5. Is the school administration strong in its academic and organizational leadership?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Meets standard	The school's leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the board are clear. The leadership has established exemplary processes to engage in continuous improvement which have led to significant enhancements to the school over time.

Fourth Year Rating: Exceeds Standard. Renewal Rating: Exceeds Standard

The administration at HHS is strong in its academic and business expertise. The Head of School has previous public and private school leadership experience in rigorous and academically successful settings. The Head of School is an exemplary leader who provides oversight on numerous aspects of the school including the development of the curriculum and continues to work closely with the Board to implement policies and programs and to ensure the effective and efficient day-to-day operations of the school.

Development of the current leadership team has occurred over time. The school has a senior leadership team and is actively developing a second tier of faculty leaders. Board members note that this development is designed in part to enable the Head of School to balance the needs of the school both operationally and academically.

The Fourth Year Charter Review found that the staff knows, understands, and respects the roles and responsibilities of leaders at HHS. All staff members are involved in leadership of the school in some way, serving on various school committees or leading other initiatives. The school is committed to building leadership among its staff and "growing new school leaders" from within. All teacher groups reported having an excellent relationship with school leadership. Teachers report that the Head of School is approachable and supportive. Others said she was a

true instructional leader. Teachers also stated that the administration was willing to listen to ideas and take feedback from the faculty.

The Fourth Year Charter Review and subsequent parent surveys have also found that parents report being satisfied with HHS' leadership. They have observed that the expectations for students are clear. Parents also commented that students matter to the school's leadership. They perceive leadership to be engaged in continuous improvement of the school and its students.

In summary, the leadership at HHS displays exceptional academic and business expertise. Turnover has been minimal, and the school's leadership remains active in building pipelines of future leaders. Responsibilities are clearly defined, and efforts to continuously improve are evident. Therefore, the schools received an Exceeds Standard rating for this indicator.

2.6. Is the school meeting its school-specific organizational and management performance goals?	
Does not meet standard	School has clearly not met its school-specific organizational goal.
Approaching standard	School is making good progress toward meeting its school-specific organizational goal.
Meets standard	School has clearly met its school-specific organizational goal.
Exceeds standard	School has clearly exceeded its school-specific organizational goal.

Not Applicable. HHS did not have school-specific organizational and management performance goals that were evaluated.

Core Question 3: Is the school meeting its operations and access obligations?

3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	
Does not meet standard	School presents significant concerns in two or more of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address them: a) maintenance of adequate "compliance and governance binder" containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes.
Approaching standard	School presents significant concerns in one of its organizational and governance obligations as specified in the Compliance and Governance Handbook, with no evidence of a credible plan to address it: a) maintenance of adequate "compliance and governance binder" containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes
Meets standard	School has substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook, including: a) maintenance of adequate "compliance and governance binder" containing all required documents; b) completion of criminal background checks on all board members; c) transparency of meetings and decision-making in accordance with open meetings obligations; d) maintenance of adequate board minutes. Any concerns are minor and the school presents a credible plan to address them.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

At the Fourth Year Charter Review, the Mayor's Office found that HHS had substantially completed all of its organizational and governance obligations as specified in the Compliance and Governance Handbook. The school effectively maintains an organized compliance binder and generally meets all compliance and reporting obligations in a timely manner. However, the school struggled in its second and third academic years to provide the Mayor's Office with copies of valid teacher credentials or evidence that national criminal background checks had been completed for all board members. The school has subsequently submitted all required materials in a timely manner.

Monitoring conducted by the Mayor's Office subsequent to the Four Year Charter Review of HHS's compliance with applicable laws and regulations has not revealed any significant concerns related to these obligations. Therefore, the school maintains the rating of Meets Standard for this performance indicator.

3.2. Is the school's physical plant safe and conducive to learning?	
Does not meet standard	The facility requires <u>much</u> improvement in order to provide a safe environment that is conducive to learning. Significant health and safety code requirements have not been met AND/OR the school <u>lacks</u> many conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; adequate maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Approaching standard	Significant health and safety code requirements are being met, but the facility needs <u>some</u> improvement in order to provide a safe environment that is conducive to learning. It <u>partially</u> – but not fully – provides conditions such as the following: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.
Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a design well-suited to meet the curricular and social needs of its students, faculty, and community members; a size appropriate for the enrollment and student-teacher ratios in each class; good maintenance and security; well-maintained equipment and furniture that match the educational needs of the students; and accessibility to all students.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review of the HHS facility revealed that the school met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment, and furniture are all adequate to meet the school's needs. The school is accessible to all including people with physical disabilities.

Ongoing monitoring by the Mayor's Office has not revealed any significant concerns related to these obligations. Accordingly, the school maintains the rating of Meets Standard for this performance indicator.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	
Does not meet standard	The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Approaching standard	The school's enrollment process complies with applicable law but exhibits one or both the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.
Meets standard	The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The admission and enrollment practices of HHS meet the requirements of Indiana's charter school law. The Mayor's Office has received no complaints from parents regarding the school's enrollment practices. The school conducts extensive outreach to parents, including advertisement, community fairs, and a website. The Mayor's Office receives copies of HHS's enrollment policies and marketing plans. The school has implemented a lottery system and gives preference to siblings of current students, as required by law. Therefore, the school maintains the rating of Meets Standard for this performance indicator.

3.4. Is the school properly maintaining special education files for its special needs students?	
Does not meet standard	The school is not fulfilling its legal obligations regarding proper maintenance of special needs students' files, and requires substantial improvement in order to achieve compliance such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences. A school does not meet the standard if any individual education plans have not been updated within the appropriate timeframe.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding proper maintenance of special-needs students' files, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.
Meets standard	The school is fulfilling its legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate timeframe, files contain the relevant required information, such as, file log sheet, parent consent

Fourth Year Rating: Approaching Standard. Renewal Rating: Meets Standard

As part of the Fourth Year Charter Review, a full special education file review was conducted on February 1, 2010. Fifty-one files were reviewed. Files were clearly organized into four primary sections: testing permission letters, letters of invitation, current IEPs and testing data. Some forms, however, did not include the date the letters were generated and sent so it is unclear if parents/guardians were given adequate notification of the case conferences. Reviewers also noted that few of the letters of invitation or IEPs were signed by school staff and/or parents.

Specific to move-in conferences, permission for evaluation/reevaluation, psychological educational reports and case conferences, the files indicated that the testing deadline and resulting case conference convening for four students was not met. Two of these students' testing deadlines were met but the case conference on file was not held until significantly later. It is also unclear what the school's practices are specific to students that transfer or move-in to the school. The school indicates that it may or may not convene a case conference meeting for move-in students (except for students who have IEPs that are not in effect).

Subsequent monitoring of special education files by the Mayor's Office has confirmed that HHS has made the necessary changes based on the findings of the 2010 file review. The Mayor's Office has no significant concerns regarding the current state of the school's special education files. Therefore, HHS has moved from Approaching Standard to Meets Standard for this indicator.

3.5. Is the school fulfilling its legal obligations related To access and services to English as a Second Language (ESL) students?	
Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is <u>not yet completely</u> fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Not Evaluated. HHS was not evaluated on this indicator because they do not serve a significant proportion of ESL students.

Core Question 4: Is the school providing the appropriate conditions for success?

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

At the Fourth Year Charter Review, it was determined that HHS has a high-quality curriculum that is systematically reviewed and updated. Intentional structures have been developed that enable staff to review academic gaps, engage in collaboration, and discuss student needs. Clear documentation was provided to the Mayor's Office that demonstrates clear alignment of the curriculum with state standards, as well as vertical and horizontal alignment within the school.

Subsequent reviews of lesson plans, curriculum maps, and student work indicate that HHS is systematically ensuring students are mastering state standards. Teachers' lesson plans are evaluated weekly to ensure they align with state standards, and teachers are encouraged to use multiple instructional strategies to meet students' needs and differentiate instruction.

Staff meetings and leadership retreats are structured to encourage teacher reflection and to collaboratively address gaps in student performance. Structured professional development time enables teachers to spend time analyzing test data with cross-disciplinary and grade-level teams. Additionally, teachers collaborate on interdisciplinary efforts between classes and grade levels with a focus on core learning objectives, art history, and classical infusion. The school also budgets adequate funds to ensure teachers have the resources and materials needed to support the school's curriculum.

In summary, HHS has demonstrated that its curriculum aligns with state standards and is continuously reviewed for gaps. Programs and materials appear to be available for effectively delivering curriculum and collaboration between teachers and school leadership ensures the curriculum is implemented effectively as well as aligned both vertically and horizontally. The Fourth Year Review rating of Meets Standard is confirmed.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review found that HHS' curriculum is implemented according to design with a focus on core learning objectives. The review found that teachers consistently receive helpful feedback from administrators and that instructional variety engages a wide range of student interests and needs. Site team observers found that 82.1% of classrooms observed had challenging content and 89.3% of observed classrooms used critical vocabulary. The site team concluded that the delivered curriculum was based on core learning objectives, state standards, and rigorous content.

The Fourth Year Review found that HHS was focusing on improving the extent of differentiation across the school. At the time, classroom observation data indicated that only 39.3% of classrooms possessed differentiated learning activities, and the school acknowledged this as an area of improvement. Subsequent monitoring has found substantial improvements relating to differentiation. The increased levels of differentiation are a result of significant focus at the administrative and staff levels. The school also received an Innovation Grant from the IDOE in 2012 that will be used to substantially increase the technology available to students. This will provide additional opportunities for instruction to be differentiated in order to meet the needs of all students.

In summary, the curriculum at HHS is implemented according to design with a focus on core learning objectives. Teachers consistently receive – and implement – feedback. The school has significantly improved its use of differentiated instruction, and sufficient instructional variety is noted. Therefore, HHS maintains its Meets Standard rating for this indicator.

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance available to inform students of post-secondary options; d) limited opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

In the Fourth Year Charter Review, the Mayor's Office noted that students at HHS have access to a variety of challenging coursework, including support for Advanced Placement (AP) and dual credit college courses. The retention of a full-time, certified counselor to provide student/family services demonstrates the school's dedication to helping students prepare for post-secondary opportunities.

Course offerings align to the school's mission and provide ample opportunity for students to engage in a rich, classical, liberal arts education in preparation for post-secondary options. The amount of students enrolling in AP courses has significantly increased, resulting in additional opportunities for students to both enroll in challenging courses and gain college credit as a result.

The Fourth Year Charter Review found that dual-credit college courses were offered in partnership with Ivy Tech, and internships are available to students to help prepare them for post-

secondary career and training options. All materials support the Core 40 graduation requirements and the staff is knowledgeable about Core 40 requirements.

HHS also provides substantial support and to students as they pursue post-secondary options. The college advisor has personal relationships with students, and college admissions representatives from dozens of colleges and universities visit Herron yearly. As an example of the college-going culture that has been created, a college acceptance wall highlights the schools to which seniors have been accepted.

The Fourth Year Charter Review also found that the school engages in a number of activities to help with post-secondary preparation and access. For example, extracurricular activities are student-driven, with a number of activities designed to help students be competitive for post-secondary access. All teachers are also expected to sponsor at least one extracurricular activity. Further, educating parents regarding the college process and post-secondary options is a focus of the HHS newsletter.

In summary, monitoring subsequent to the Fourth Year Charter Review finds no significant areas of concern relating to this indicator. Students receive sufficient guidance and preparation for post-secondary opportunities, rigorous coursework is offered, and a variety of extracurricular activities are provided to students. Therefore, HHS received a rating of Meets Standard for this indicator.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

HHS utilizes a number of standardized and classroom assessments that serve to track students' mastery of subjects and growth. Data gained from these assessments is analyzed during professional development sessions to drive curriculum and instructional changes.

The Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) is administered to freshmen and sophomores in the fall and spring semesters. Tests required by the IDOE – including multiple end-of-course assessments – are also administered by the school. AP Exams are given to all students taking AP courses. PSAT and SAT tests are also taken by all HHS students. For students with disabilities requiring additional assessment support, the school uses the Kaufman Test of Educational Achievement (K-TEA) for math and Language X for reading. Calibrated, common assessments are given to students of teachers teaching the same course. The data is used to compare gaps in mastery to ensure that students are receiving the same quality of teaching, regardless of who is teaching the course. These assessments help standardize the courses being offered at Herron. Benchmark assessments and final exams test for mastery of state standards, mastery of core learning objectives, and mastery of coursework.

At the Fourth Year Charter Review, school leaders concluded that the assessments developed and administered by the school have been reliable and have provided useful information. Benchmark assessments provided opportunities for collaboration among teachers, and school leaders are confident that these assessments are aligned with state standards and reflected in the curriculum map.

Teachers report that assessment data is used to drive instruction. During professional development sessions, curriculum is consistently reviewed and updated based on student data. Since each department uses common assessments, they are able to look at trends and past data to determine how to modify instruction.

At the Fourth Year Charter Review, the Mayor's Office determined that HHS met standard for this indicator. Subsequent monitoring has uncovered no significant issues. HHS continues to effectively use learning standards and assessments to inform and improve instruction. Assessments are used to test for mastery of state standards, core learning objectives and mastery coursework, and they play a large role in deciding what changes and improvements are needed. In summary, HHS Meets Standard for this indicator.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment

	and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Charter Review concluded that hiring processes at HHS are the responsibility of school leadership and that all personnel are appropriately certified and assigned to an area of expertise. New staff members receive both formal and informal mentoring. School leadership evaluates teachers both informally and formally, and teachers report that the evaluation plan is transparent.

There is a formal, summative evaluation of teachers once a year by school leadership that is followed by a one-on-one meeting. During the summer months, school leadership conducts meetings with every teacher and staff member. They reflect on the past year and set goals for the coming year. The Fourth Year Charter Review found that provisional contracts are sometimes used in combination with performance improvement plans to hold teachers accountable for ongoing growth and improvement.

With state certified mentors on staff, a formal and informal mentoring process is in place for new teachers. New staff is also oriented with a classical in-service to ensure understanding of the Herron philosophy.

HHS received a Meets Standard rating for this indicator at the Fourth Year Review. Subsequent monitoring by the Mayor's Office has demonstrated that teacher evaluation procedures are clearly outlined and implemented by school leadership. Teachers constantly receive both formal and informal feedback, and a spirit of continuous improvement is evident. The rating of Meets Standard is confirmed.

4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

The Fourth Year Review found that HHS has been intentional about ensuring teachers know and understand the school’s classical philosophy and curriculum that serve as the foundation for the mission of HHS.

After a first year where the mission was not clearly articulated, the Board identified four “distinctives” – connection, integrity, dialog, and renewal – that better articulate the HHS mission. The Board believes it is imperative that parents are educated on the school’s mission.

Teachers consistently state that HHS is a “college prep” school that strives for students to become “world class citizens.” Students state that the mission is for everyone to have an opportunity to be challenged and prepared for college. Parents believe that focusing on the holistic development of students, while focusing on diversity, is integral to the school’s mission.

In summary, all stakeholders know the mission of HHS, can articulate it, and understand the philosophy behind it. Therefore, the school receives a rating of Meets Standard for this indicator.

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school’s discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

According to the Fourth Year Charter Review, school leaders are passionate and demonstrate a commitment to student success and a positive school climate. The review found that there are high expectations for teachers to provide opportunities for students to grow while building a community of learners with a unique connection to the community. They believe these aspects support the mission of the school and the interactions between faculty, students, and administrators.

Teachers describe the interactions among the faculty and school leadership as collegial. School leaders are welcoming, and teachers' input is valued. Parents report that their students are supported and that teachers have established strong relationships with their students.

The school has a comprehensive discipline plan and has established a Discipline Hearing Board for repeat offenders. While some teachers stated that the discipline plan was "reactive" instead of preventative, other teachers reported that the discipline approach used is positive and is built around the premise: "Be a human being who is responsible for yourself." Subsequent oversight by the Mayor's Office confirms that the school's discipline system is satisfactory and that the vast majority of teachers practice proactive classroom management techniques.

At the Fourth Year Charter Review, several parents mentioned that their children fell in love with the diversity of the school while also expressing that the teaching staff lacked diversity, sometimes leading to a lack of understanding of cultural differences among students. Given this feedback, HHS has made a concerted effort to aggressively recruit teachers that represent a range of backgrounds and experiences. Ongoing oversight by the Mayor's Office uncovers no significant issues in this area.

Students maintain that the school makes expectations abundantly clear. The Fourth Year Charter Review found that teachers routinely refer to rules and expectations during class and that policies such as the dress code are routinely enforced.

Overall, the school climate of HHS is conducive to student and staff success. Expectations are clearly articulated, and interactions between students, faculty, and administration are constructive. Therefore, HHS earns a rating of Meets Standard for this indicator.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

Fourth Year Rating: Meets Standard. Renewal Rating: Meets Standard

At the Fourth Year Review, the Mayor's Office found that parents were thankful for teachers' availability and willingness to communicate about student progress. The school utilizes a number of different tools for communication to cater to different parent needs.

An active Parent-Teacher Organization (PTO) had led to increased parental involvement. The school also uses a variety of tools to regularly communicate with parents, including the school's website, phone calls, emails, parent/teacher conferences, open houses, and newsletters.

While parents expressed concern that some teachers do not regularly update their grades, most parents indicate that they are satisfied with the communication between teachers and their students. Teachers indicate that there are numerous ways for parents to get involved with HHS, including as chaperones, at open houses, and extra-curricular activities. Ongoing oversight by the Mayor's Office reveals no significant concerns in this area.

In summary, HHS provides ongoing, clear, and helpful communication through a variety of communication modes. HHS received a Meets Standards rating for this performance indicator in its Fourth Year Charter Review, and the Mayor's Office has not identified any significant concerns regarding the school's communications since that time. Therefore, the school maintains the Meets Standard rating for this performance indicator.

SECTION III: SUSTAINABILITY & IMPROVEMENT

As part of the school's renewal petition, the school submitted its plans for sustaining and continuing to build academic, organizational and operational success over the next charter term, including its plans for building and achieving long-term sustainability in its leadership and plans for continued improvement. That section of the school's renewal petition is included below.

1. Sustaining Success

Describe your school's plans and strategies for sustaining and continuing to build academic, organizational and operational success over the next charter term. Explain how the school will build and achieve long-term sustainability and success in:

Governing Board

Herron High School's governing board is an outstanding and dedicated group of individuals whose foremost goal, individually and collectively, is to keep the needs of the students and the mission of the school foremost in mind as it makes vital decisions and steers the school along the continued path of success. The board is structured to balance the board member characteristics of "four Ws": web (networks to help connect the school), wealth (individuals and corporations who can give generously), work (professionals who can provide legal, financial, fundraising, PR, architecture, nonprofit and school management, and education expertise), and wisdom (thoughtful and proven community leaders). Two board members are also parents of Herron High School students. Mission-driven is a core quality of each board member, and all board members give of their time and talent with an exceptional level of care and responsibility. Throughout its history, Herron High School has never failed to have a quorum.

Additionally, Herron High School is fortunate to have significant participation and leadership of board members on crucial committees. They bring a wealth of professional experience and wisdom in key areas, serving on the Fiduciary, Facilities, Education, Development, Civic Leadership, and Parent Campaign committees. While the Executive Committee provides continuous oversight of the workings of the school, the stewardship involved in these roles frequently brings board members into the school building, thus making them integral personalities in the life of the school. The board provides oversight but does not interfere with day to day operations.

Board recruitment is a priority for Herron High School. Recruitment and succession planning is the responsibility of the Executive Committee. Current board members are alert to potential new candidates and seek to expand professional networks with an eye toward discovering qualified members of the community to serve on Herron's board. Potential candidates are presented to the Executive committee for consideration.

Balancing the need to incorporate new members with fresh insight, the school has had the good fortune to have continuity of leadership and vision with three members of the school's original founders remaining active members of the board. As the school prepares for Charter renewal, and plans for succession, the Executive Committee has been engaged in identifying the core principles of board performance and leadership necessary to remain true to the school's mission while taking it forward into the future. An Executive Committee document describing key principles for succession planning is expected to be presented to the full board at the annual board retreat in the winter of 2013.

Board member accountability has also been refined in recent months. A formalized Statement of Understanding was created to help define roles and expectations, and to secure a formal commitment from every board member. Currently, the Executive Committee has also been developing a Board Self Evaluation form to help members identify strengths and weaknesses of

the overall governing process. Once completed and presented for approval at the annual board retreat, the board's self evaluation will be implemented and completed by the spring of 2013. The governing board will then review the findings, identify issues and collaborate on solutions during the following monthly board meetings.

The board holds the staff accountable for maintaining the mission of the school. Herron High School's Head of School reports directly to the governing board. She is present at all board meetings and delivers a thorough monthly report. She also attends the executive board meetings. In addition to this ongoing monthly accountability, the board conducts an annual review of School Leader performance. The rubrics for this evaluation were refined during the summer of 2012 to provide a more comprehensive overview on the performance of the Head of School and to identify any areas that need greater focus. The Head of School is in frequent communication with members of the executive committee on a regular basis.

Herron High School's governing board and school leadership take fiscal responsibility very seriously. The school has hired regular independent audits in addition to reviews by the State Board of Accounts. The Fiduciary Committee, chaired by a CPA specializing in nonprofits, meets regularly with the school's Chief Financial Officer/Treasurer and the Head of School to maintain a clear perspective of the school's financial status and to discuss budget matters.

Herron High School is proud that findings of the Mayor's Office evaluations that the governing board has consistently received "Exceeds Standard" for its leadership and oversight. In addition to a continued dedication to the responsibilities of school governance, the new procedures to be implemented in the coming year will provide long-term sustainability and ensure ongoing success.

Leadership Team

Herron High School's four leadership team members are inaugural members of the Herron High School community. Shepherding the brand new school into existence and through its rapid growth during the first immensely successful Charter term, the leadership team has grown and evolved with one another and with the school. As the school has matured, roles and responsibilities have also matured. Three members of the leadership team began as teachers who showed excellent classroom practices, demonstrated dedication to the school's mission, and proved they had outstanding leadership skills necessary to take on a challenging role in administration.

Taking on administrative responsibilities, their wisdom and familiarity with the school and with one another has been a significant factor in the school's academic success. Their influence is present in every aspect of school culture. Having participated in creating the very foundations of the school, their ongoing leadership has helped to build the culture of excellence the school has become known for, and will help guide its future success.

Due to Herron High School's academic achievements, a great deal of community pressure exists to expand and/or replicate. Opportunities for future expansion or replication have led to rich conversations about what it is that makes Herron unique, what is it that allows our students to be successful and our staff to remain wholly dedicated to student achievement? What are the core

values that need to be in place if the school should expand or replicate? The school's leadership, in close collaboration with the Education Committee, spent a year developing Herron High School's Core Values statement. The Core Values statement is a distillation of Herron High School's comprehensive philosophy on education, its approach to student learning, and its self concept of its role in the larger community. The Core Values statement is a thoughtful and deeply reflective examination of what Herron High School "is" after its first six years, and also what it aspires to be in the future. Once the Core Values statement was completed and approved by the governing board, the leadership team set to work over the summer of 2012 to develop the Herron High School Classical Attributes statement. If the Core Values outline what the school IS, the Classical Attributes are the road map illustrating how "it gets there." In other words, without a demonstration of the Classical Attributes from the entire Herron community, the Core Values could not exist. Its creation was the result of vision development and culture-construction conversations among the leadership team members and is an outcome of the type of "reverse engineering" model of starting with the end in mind.

In preparing for the future of the school, these two documents have been created to serve as the launching point to measure success, and as the lens through which future changes will be examined and considered. This lens will help direct decision making and will keep the school centered firmly in its mission regardless of inevitable changes in leadership, as well as serve as the foundation for future expansion. Like the schools' simple but comprehensive Universal Behavior Policies and Academic Habits, the Core Values and Classical Attributes provide a framework for expectations and academic achievement on the foundational cultural level.

In the days preceding the start of school, both the Core Values and Classical Attributes statements were introduced to staff and faculty during the days of professional development. The statements were then presented to students in their Advisory classes and were the centerpiece of Socratic dialog. Assimilating the two statements will be an ongoing effort overseen by the school's leadership.

The governing board and school leadership have also been developing a plan for school leader succession. The challenge of any succession plan is how to create continuity and cultural stability for ongoing academic success and continuing improvement in a dynamic environment. While there is no expectation of turnover in school leadership, and a high degree of satisfaction for the current Head of School, the governing board and school leadership have a critical responsibility to formulate a plan for a time of transition.

In addition to Janet McNeal's qualifications as Head of School, two out of three members of her Executive Leadership team are licensed building level administrators.

- Gregory Lineweaver, Dean of Faculty and Assistant Head of School has recently earned a Master of Science (MS), Secondary School Administration/Principalship.
- Jonathan Harris, Dean of Students and Assistant Head of School, has recently earned a Master of Arts in Education and completed his Secondary School Principal licensure.

The presence of highly qualified administrators functioning in the school's leadership provides the school and its larger community with assurance of its ability to maintain momentum and the expectations for academic success in the face of change. This succession planning, combined with the Core Values and Classical Attributes, will allow the school to transition smoothly in the event of new leadership.

Teaching Staff

Based on its reputation for excellence, Herron High School is able to attract and retain the best teachers and administrators who exemplify the special qualities vital to Herron High School's mission driven culture. Ninety-five percent of our teaching staff is Highly Qualified under the NCLB Act, and the majority of faculty hold a Masters Degree or higher. Janet McNeal, Head of School, was recognized by the *Indianapolis Business Journal's* "Who's Who in Education" for her leadership of the school. The bar is set very high for teaching quality. The high expectations for best practice pedagogies are supported by specialized weekly professional development and an array of teacher support structures. This confluence of talent, knowledge and dedication results in the remarkable academic success of our students.

Herron High School has developed a strategic faculty recruitment process. In addition to online posting of job openings, Herron High School works with organizations like Teach For America, The New Teacher Project, and the Woodrow Wilson Indianapolis Teaching Fellowship program to find qualified candidates for faculty openings. Due to the highly collaborative environment, potential applicants must not only have the qualifications to teach, they must demonstrate that they would be a "good fit" for Herron High School's culture. In order to identify these qualities, interviews are conducted against a scripted framework constructed to identify cultural and philosophical attributes which are aligned with HHS' mission.

The program of weekly professional development is a centerpiece of the school's academic success. All faculty members participate in two hours of highly structured, internally generated professional development each week. In addition to the multiple days of professional development which precedes each school year, several full days are set aside throughout the school year to allow intensive training and workshops to support teacher success.

In the spring of each year, a daylong Faculty Symposium takes place. A considerable amount of planning goes in to the Symposium, and while the theme and focus is different each year, its purpose is to a) help align classroom practices to Herron's mission, b) promote school culture and a spirit of collaboration, and c) explore new possibilities and inspire creative thinking. The annual Symposium is a much anticipated event, and is often attended in whole or in part by members of the governing board and other key stakeholders. The 2012 Symposium was focused on a "culture observation" trip to Chicago to visit two schools in the Noble Street Charter Network – Gary Comer College Prep and UIC College Prep. This was followed by post-trip debriefings during professional development.

The Dean of Faculty is responsible for teacher training, effectiveness and accountability. He is assisted by the Instructional Coach/Assistant Dean of Faculty. In 2011, a revised system of rubric-based teacher evaluation was created in conjunction with the new legislation. The system of evaluation includes formal and informal faculty goal-centered observation cycles and

observation debriefs. Teachers receive positive and constructive feedback on their teaching practices as well as support from the instructional coach. A teacher's final year end evaluation is the culmination of the year long observation cycle and data based information. A compensation model was developed alongside the evaluation rubrics to reward outstanding teachers.

In addition to working directly with teachers, the Instructional Coach/Assistant Dean of Faculty is tasked with analyzing data, tracking trends and predicting outcomes. The Instructional Coach also provides oversight on the ECA testing process. Her data based predictive analysis of student performance helps the school identify students requiring remedial work prior to taking the ECA. Additionally, the Instructional Coach is responsible for researching and implementing methods of differentiated instructional technologies.

Academic Achievement

Highly intentional about best practice instruction, Herron High School demonstrates an excellent record for academic rigor. Through weekly professional development, class observations and individual training with an Instructional Coach, teachers receive the support needed to deliver strategic instructional models which are the cornerstone of the school's success. Multiple layers of student support are also in place to help keep students focused and on track.

As a college preparatory, Herron High School believes that every student should have the opportunity to challenge themselves through rigorous curriculum. Our goal is to provide all students with the skills, knowledge and desire to succeed in a college environment. We do not limit college-level courses to our top students only; rather, we encourage all students to participate. Concerted efforts are made to increase participation within the diversity of student subgroups. In order to help level the playing field, the school uses grant money to cover the costs of the AP test for our low-income students. Sixty-eight percent of the Class of 2012 participated in AP or dual credit courses during their high school career. Graduates in the class of 2011 had a participation rate of 74%. In 2012, Herron High School students' overall success at receiving college credit bearing scores was 48%.

The emphasis on participation has allowed Herron High School to significantly increase enrollment in AP courses overall, particularly in our free and reduced lunch population. Last year the school doubled the number of FRL students in our AP enrollment over the previous year. The school's long range goal is to have at least 80% of the student body participate in at least one AP class during their high school experience.

Herron High School is redefining how we think about urban education. With a majority of students receiving Title I services, the school serves a very diverse population. Herron HS's track record for graduation rates exceeds the stated goals of the IDOE with more than 90% of the student cohort graduating on time. Nearly half of the graduates have received the Academic Honors Diploma.

Freed from the constraints that make positive change difficult in traditional education settings, Herron High School has the vision, flexibility, and resilience needed to anticipate and address the changing needs of 21st century students. As a place of continual growth, Herron High School's staff and faculty are relentless in their effort to provide students with an exemplary high school

experience. Despite the numerous accolades the school has already received, the school's leadership look upon the performance data and state, "We can do better."

Herron High School's entire community is committed to sustaining the outstanding academic performance that has marked our first six years. The following section on Section B – Continuous Improvement, will outline specific measures the school has planned for both sustaining and improving our student achievement levels and creating the world class citizens so central to the school's mission.

2. Ongoing Improvement

"To see the impact of charter schools, consider Herron High School, a charter school near Downtown Indianapolis that boasts a 92 percent graduation rate and a 98 percent college admission rate. After only a few years of operation, Herron was named by both Newsweek and the Washington Post as one of the nation's top high schools."
David Harris, Founder and CEO of The Mind Trust,
"Committed citizens give back through charter school support"
published by the Indianapolis Star

The end of Herron High School's first highly successful charter term coincides with a dynamic phase for the school. From humble beginnings serving 100 students in a borrowed space, to the renovation of a beautiful historic campus, Herron High School has reached maximum enrollment and developed a nationally recognized academic program. Herron High School's rapid expansion has required nimbleness, flexibility, a dedication to ideals, a talent for creative problem solving, and even, at the end of each day, a generous sense of humor tempered with a big dose of patience.

Alongside providing students with a high quality academic program, the school has also dealt with significant bricks and mortar matters. Early 20th century buildings retro-fitted to serve 21st century learning needs have their own quirks to content with, and working within the requirements of historic preservation brings its own challenges. As part of Herron High School's plan for ongoing improvement, facility expansion has been, and continues to be, a major focus that is intrinsically tied to the operational and academic success of the school.

To date, two of the three historic campus buildings have been renovated, and a connector building has been constructed to provide passage between "Fesler Hall" and the yet to be renovated "Main" building. Funding for these renovations is a major challenge, and the school is currently conducting a capital campaign to finance the work. The school is proud to boast of 100% board and staff participation, and a Parent Campaign Committee is actively soliciting family support. Board members and the school's new Advancement Office have been leveraging their personal and professional areas of expertise and cultivating donors for the school's benefit. They have recently formed a Civic Leadership Committee to promote the work of the school to a larger audience of community leaders. Community and philanthropic foundations have already played a large part in Herron's success to date, and will continue to do so into the future. Well equipped, safe environments which are conducive to learning are the goals. Early in the school's

second Charter term, the entire campus will have undergone renovation, and the full use of the beautiful facilities will enhance Herron High School's culture.

As outlined previously in this narrative, the school's leadership members perform their function from clearly delineated roles and expectations that have evolved with the school's need. Ongoing improvement to these roles will be driven by the needs of the students and will be reviewed on a yearly basis. Charter autonomy benefits the school by allowing for rapid decision making and the timely implementation of new programs or changing roles.

Recent refinements to improve academic achievement, classroom practices and school culture include the following:

- Common Core curriculum development/assessment alignment.
- Construction of the "scripted" classroom template/model (a school wide model designed to create consistency, ritual and cultural accountability)
- Rubric-based Formal Observations and a methodology for Non-Evaluative Informal Goal-Driven observations, end of year evaluation reviews
- Refined policies related to school culture – esp. office hours, demerits
- School wide implementation of RAC (Recognize, Acknowledge and Correct) to address student behavioral matters
- Ongoing development of mastery-related assessments
- Universal methodology for *Checking for Understanding*
- Developing and delivering ECA training for faculty
- Differentiation strategies utilizing blended learning
- Ongoing ALEKS instruction, our first blended instruction at Herron
- Benchmark Exams midway through each semester
- 80/20 mastery assessment system
- Advisory Period based on common agenda

Herron High School has high expectations for our students' success, and these expectations are demonstrated through consistent strategies to motivate students and provide extra support when a student struggles with mastery of content. Teachers, as a result of goal-driven observations, are individually supported with data driven strategies to assist them in checking for student understanding. Herron teachers make every minute count in the classroom, and through professional development, departmental meetings and one-to-one mentoring, are given targeted ways to reach students.

The HHS faculty has implemented pedagogical and cultural changes to more effectively check for understanding and receive formative feedback on a moment by moment basis. As Herron High School moves toward a richer technological environment, software based solutions for classroom management systems will provide new tools and resources for teachers to check for understanding and perform real-time assessments.

Multiple remediation opportunities exist for students to improve performance. Office Hours provide time both before and after school for students to receive individualized assistance, and may be mandatory for a student who is underperforming. A peer tutoring program coordinated

by the Director of Student Life pairs student tutors with peers, and seminar periods provide students with extra study time during the school day.

Improving student experiences and enhancing community relations through an Internship Program: Our Internship Program is rooted in our belief that community involvement is critical to the future success of our students as well as our city. As we continue to build a robust program, we seek new community partners at local not-for-profits and corporations for placement for our senior students. Students selected to participate in the internship program are chosen for their academic achievement, reliability and responsible approach to new challenges. We believe that the success of Herron High School and its students is impossible without the interest and involvement of community organizations and neighbors. For this reason, we are confident that HHS students will benefit from mentors and tutors as well as short-term instructional services, after-school homework venues, and opportunities for community service.

The Dean of Faculty and his assistant have also developed a standardized set of protocols and expectations for “Guest Teachers” (i.e.; substitute teachers) to provide a more fluid and consistent classroom experience when a substitute teacher is necessary.

Embedded in Herron High School’s expansion and improvement plan is a commitment to increased technology in accord with funding availability. Herron High School understands the impact of technology and the way it is changing how we educate our youth. Utilizing a significant Innovation Grant award, the school will be able to add digital learning to its toolbox for success. Blending the classical, liberal arts curriculum with cutting edge technological innovation will allow Herron High School to continue to be a leader in education reform, improve academic success, and create technologically capable and creative citizens. The school’s Board of Directors and Leadership Team are fully committed to increasing access to appropriate and proven technology as it becomes an ever greater part of the educational landscape. Rooted in the school’s philosophical vision of a 21st century learning center, technology is a tool to be utilized to enhance a culture of equity and equal-access that is vital to the vibrancy of the school community.

In summary, Herron High School has achieved astonishing success during its first Charter term and has a well defined plan to sustain and improve upon the strong foundation for success already established during its next Charter term. Staff and faculty are fully supportive of the measures outlined above and are eager to continue serving the students entrusted to their care. With high expectations for a favorable review, the governing board and school leadership respectfully submit this application for Charter renewal.